

THEORY NOTES

EXTN-111

Credits-2+0=2

Course Title:- Rural Sociology and Educational Psychology

Lecture	Topic	Weightage (%)
1	Sociology :Meaning, definition	5
2, 3, 4,5	Rural Sociology : Meaning, definition, scope, importance of Rural Sociology in agricultural extension and interrelationship between Rural Sociology and Agricultural Extension.	5
6, 7	Indian Rural Society : Important characteristics, differences between rural and urban societies.	10
8, 9	Social Groups : Meaning, definition, classification, factors considered in formation and organization of groups, and role of social groups in agricultural extension	5
10, 11	Social Stratification : Meaning, definition, functions, Basis for stratification, forms of social stratification, Characteristics and differences between class and caste system	5
12, 13	Cultural Concepts : Culture, customs, folkways, mores, taboos, rituals and traditions – Meaning, definition and their role in agricultural extension.	5
14, 15	Social Values and Attitudes : Meaning, definition, types and role of social values and attitudes in agricultural extension.	5
16, 17	Social Institutions :Meaning, definition, major institutions in rural society : Marriage, family, and religion, functions and their role in agricultural extension.	5
18, 19	Social Control : Meaning, definition, need of social control and means of social control.	5
20, 21	Social Change : Meaning, definition, nature of social change, dimensions of social change and factors of social change.	5
22	Leader : Meaning, definition, types and their role in agricultural extension	5

Lecture	Topic	Weightage (%)
23	Psychology and Educational Psychology : Meaning, definition, scope and importance of educational psychology in agricultural extension.	5
24	Behavior: Cognitive, affective, psychomotor domain	5
25, 26	Intelligence : Meaning, definition, types, factors affecting intelligence.	5
27, 28	Personality : Meaning, definition, types, factors influencing personality.	5
29, 30	Teaching-Learning Process : Meaning and definition of teaching, learning, Learning experience and learning situation, elements of learning situation and its characteristics, Principles of learning and their implication for teaching.	10
31	Perception: Meaning, definition, role of perception in agricultural extension	5
32	Motivation : Meaning, definition, role of motivation in agricultural extension	5
	Total	100

Suggested Reading

- 1) Ray, G.L. (2003), Extension Communication and Management. Kalyani Publishers. Fifth revised and enlarged edition.
- 2) Dahama, O.P. and Bhatnagar, O.P. (2003). Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd.
- 3) Sandhu, A.S. (1993) Textbook on Agricultural Communication: Process and Methods. Oxford and IBH Publishing Co. Pvt. Ltd.
- 4) Chitambar, J.B. (2008). Introductory Rural Sociology. New Age International (P) Limited.
- 5) Sachdeva, D. R. and Bhushan, V (2007). An Introduction to Sociology. KitabMahal Agency.
- 6) Chitambar, J.B. (1973). Introductory rural sociology. New York, John Wiley and Sons.
- 7) Desai, A.R. (1978). Rural sociology in India. Bombay, Popular Prakashan, 5th Rev. ed.
- 8) Doshi, S.L. (2007). Rural sociology. Delhi Rawat Publishers.
- 9) Jayapalan, N. (2002). Rural sociology. New Delhi, Altanic Publishers.
- 10) Sharma, K.L. (1997). Rural society in India. Delhi, Rawat Publishers.

EXTENSION EDUCATION

The word extension is derived from **Latin** root ‘**ex**’ means ‘**out**’ & ‘**tensio**’ means ‘**stretching**’

Extension:

1. Extension means to spread or to disseminate useful information & ideas to rural people outside the regularly organized schools & classrooms
2. Extension is out of school system of education in which adults & young people learn people learn by doing.

Education – Is the production of desirable changes into human behavior.

Extension Education – Is the process of teaching rural people how to live better by learning ways that improve their farm, home & community institutions.

Agricultural Extension – Transfer of technology related to agriculture to the farmers outside the regularly organized schools and classrooms.

The term **extension** originated in **England** in **1866** with the system of University extension which was taken up first by **Cambridge & Oxford Universities**.

The term **Extension Education** was first used in **1873** by **Cambridge University**.

Chapter 1 & 2

SOCIOLOGY & RURAL SOCIOLOGY

- **August Comte**: A French sociologist known as **father of sociology**.
- **Dr. G. S. Gururhe**: often referred as **father of Indian Sociology**.

The word sociology is originated from two words **Latin** ‘**Socius**’ means ‘**Companion**’ & **Greek** ‘**logos**’ means ‘**speech/reasoning/calculations/ a study of/ knowledge**’.

Meaning of sociology: sociology helps in understanding society, its various institutions, human relationships, mans social interactions & socialization. It is detailed & systematic study of society. Sociology studies only human society. Sociology is used for the systematic study of the human beings in group relations. Without people there cannot be any sociology.

Definition of Sociology:

- Sociology is the scientific study of social life.
- Sociology is the science of society.
- Sociology is the study of human beings in their group relationships.

Definition of Rural sociology:

- Rural Sociology is the sociology of rural life in the rural environment.
- Rural sociology is the science of rural society.

Scope of Rural sociology:

Regarding the scope all writers have different views. Some of them have limited to rural development only. Generally all writers agreed that rural sociology is the analysis of the life of rural people. All of them unanimously declare that the prime objective of rural sociology should be to make a scientific, systematic & comprehensive study of the rural social organization of its structure, functions & objective tendencies of development & on the basis of such study, to discover the law of its development. However, rural sociology has to work at least in three areas...

- 1) **Accumulation of social knowledge:** collecting social knowledge and its use for solving the present problems of rural society.
- 2) **Conducting social research:** Rural Sociology should direct its efforts in obtaining sociological knowledge by empirical research procedures.
- 3) **Channelizing social knowledge for solving problems:** - Rural sociology has to channel its efforts by keeping faith in the methods used in this discipline in solving rural problems.

It may work towards finding out new methods & procedures but there should be a belief in the minds of the rural sociologist that rural problems can be solved by these methods.

The studies in rural sociology includes.....

- 1) The social psychology of life.
- 2) The rural social organization.
- 3) The social value

Rural sociology has become an important aspect of the science of sociology & has made a unique contribution on its own. Most of the people in the world are lived in rural area.

Importance of Rural Sociology in Agriculture Extension:

- 1) **Change agent and their importance:-** After independence the country had acute food shortage for rapidly increasing population. Difficulty of communicating new technology is the main problem. After communicating this scientific knowledge & skills, it was necessary to help the farmers in adopting it. For this purpose National Extension Service was launched in 1953. The change agents like village level workers were posted in villages for bringing about change in the village community. The role of change agent is similar to that the captain of ship. Knowledge of rural people, their life and the behavior is essential for change agents/extension workers. He will find out the problems, resource to solve the problems, so it is important to train the change agents.
- 2) **Transfer of innovations:** - Transfer of innovations is the main job of the change agents. But for introducing improves farm practices he must have the knowledge and understandings of the farmer, his social & cultural environment, his village and the local region. Rural sociology provides such knowledge and makes possible the planning.
- 3) **Changing human behavior:** - Main emphasis in the community development programmer is on changing human behavior by using educational methods. For this change agent must have adequate knowledge & skill about communication, what is going in the minds of rural people, their relationships, organizations & culture. The knowledge regarding this factor is provided by rural sociology. In the absence of this

knowledge of rural society the change agent will not be able to plan a proper strategy of change.

- 4) **Role of change agents** – He has to understand the programme & its objectives, he must know the current thoughts in the minds of the peoples, and he needs to understand their motives, reactions & changing decisions. He must understand why some people are more receptive than others, why some people take initiative & lead & why others hesitate.

The above points show the scope and importance of rural sociology in Agricultural Extension.

Inter-relationship between Rural sociology and Agricultural Extension:

Rural sociology and extension are two subjects with connectivity between them. Rural sociology mostly studies social structure, classes and their characteristics. Extension focuses on informal education & training of the people to develop the agriculture.

Extension depends on rural sociology but rural sociology does not depend upon Extension.

The following points shows the interrelationship

Sr. No.	Rural Sociology	Agricultural extension
1.	It is the scientific study of the laws of structure and development of rural society.	It is informal education for rural people to develop rural society on desirable lines.
2.	It studies the attitude of rural people.	It modify/change the attitude.
3.	It studies the behavior of rural people i.e. knowledge, skills & attitude.	It modify/change the behavior of rural people.
4.	It studies the interest & needs of rural society.	It helps rural people to discover their needs & problems.
5.	It analyzes group organization and leadership in rural area.	It utilizes the village organization & leadership for rural development.
6.	It studies social situation & assembles social facts of rural society.	It makes use of such social data for planning of extension programme.
7.	It investigates the social, political & religious problems.	It also studies these problems with their impact on Extension work.

Chapter 3 INDIAN RURAL SOCIETY

Characteristics of rural society:

1. **General environment and orientation to nature** –The rural people are closely associated with nature. They have to face the vagaries of nature like rains, heat, drought etc. It has direct effect on their lives. So they build up their beliefs & convictions about nature.
2. **Occupation:-** Most of the rural people depends on agriculture for their livelihood. The non- argil. Jobs are few.
3. **Size of community:-** Rural communities are smaller than urban communities. The land to man ratio is higher in rural areas. The density of population is low in rural areas.
4. **Homogeneity:-** Is the similarity of social and psychological characteristics in the population such as languages, beliefs and pattern of behavior. In this sense the rural population is more homogeneous.
5. **Social Differentiation :-** Rural society is having low degree of social differentiation.
6. **Social stratification:-** society is divided into high-class, medium class and low class. The gap between these classes is not so wide in rural areas. Most of the rural society tends to belong the middle class.
7. **Social mobility:-** It refer to movement from one social group to another. It may be occupational or territorial mobility. Social mobility is more from rural areas to urban areas.
8. **Social Interaction:-** The rural population is smaller & less dense so having face to face, informal and personal contacts.
9. **Social control:-** Informal social pressure acts as a social control in rural areas due to personal and informal contacts.
10. **Leadership pattern:-** Leadership in the rural areas based on the personal traits or characteristics.
11. **Culture:-** In rural areas the cultural pattern founds generally sacred and Religious.
12. **Family type:-** In rural areas generally Joint and extended family types found.
13. **Skills:-** Peoples in rural areas requires wide range of skills e.g. A farmer requires skills in soil improvement, repairs to machine, controlling pests, skills in animal husbandry, marketing, distribution, overall planning etc.

Differentiate between rural and urban society.

There are certain differences and relationship between Rural and urban societies. The differences are mainly due to the environment and its impact on lives of people. It is as follows.

Characteristics	Rural society	Urban society
1) Occupation	Agriculture	Non-agriculture
2) Work environment	open air, close to nature	Enclosed, away from nature
3) Weather & season	Very important to rural people	Not so important to urban
4) Skills	Require wide range of skills	Require specialized skills
5) Work unit	Family	Individual
6) Type of family	Joint and extended	Smaller and Nuclear
7) Size of community	Small and scattered	Large and compact
8) Density of population	Low	High
9) Homogeneity/Heterogeneity	Homogeneous community	Heterogeneous community
10) Social interaction	Few and personal	Numerous and mostly impersonal
11) Institution	Small and simple	Large & complex
12) Infrastructure Development	Little developed	Well developed
13) Mass media	Low	High
14) Value system	Religious	Universal
15) Modern home	Few	Many

Chapter 4

RURAL SOCIAL GROUPS

Que. - Define social group. Enlist types of social groups with suitable example and describe any three of them.

Definition:

- Social group is a two or more person in contact directly or indirectly.
- Social group is unit of two or more persons in reciprocal interaction.

Meaning: A social group relates to human being only. Reciprocal communication is necessary. A group may be of any size from two persons to entire population. Communication may be or may not be face to face.

Types/ classification of social groups:

1. According to Nature of Interaction:

- a) **Primary Group**- Members lives in a face to face relationship with one another, small in size, have a sort of permanency, informal relationship. e.g. Family.
- b) **Secondary Group**- Members is not in direct contact with one another, large in size, little face to face communication, formal relationship. e.g. Political party.

2. According to degree of organization-

- a) **Formal Group**- Group are formed with certain rules and regulations. The relationship is govern by these rules. e.g. Grampanchayat.
- b) **Informal Group**- There is no specific organization and definite rules, procedures, the members have maximum freedom to think & act. e.g. Friendship group.

3. Reference group - It is a group of persons whom an individual consults before taking an important decision. e.g. Progressive Farmers

4. According to Duration of Existence-

- a) **Permanent Group**- The relationship of the members lasts over a long time. There are formalities and defined roles to play. e.g. family
- b) **Temporary Group**- When the group lasts for a short duration it is called as temporary group. e.g. Crowd.

5. According to nature of membership:

- a) **Voluntary group** – The membership is voluntary & members have no compulsion to participate. e.g. friendship group

- b) **Non voluntary group** – The membership is compulsory & members have no choice. e.g. caste group
6. **According to the size of the group:**
- a) **Small group** – Number of members is less. (up to 60) Each member can identify each other & can establish close or direct relationship. e.g. family
 - b) **Big group** – Bigger in size, number of members is considerably large. (60 to 1000). E.g. University
7. **According to the territorial limitation:**
- a) **Natural territorial group** – Territorial limits have been fixed by nature. e.g. region
 - b) **Artificial territorial group** – Territory is fixed artificially. e.g. village.
 - c) **Non territorial group** – Here natural & artificial territorial limits do not play any part. e.g. Red cross
8. **Profession or occupation** – Educational group, political group.
9. **According to the social class:**
- a) **Horizontal group** – the group is from the same level of the society e.g farmer.
 - b) **Vertical group** – Composed of members of different strata e.g. political party.
10. **Based on personal feeling or belonging:**
- a) **In group** – Persons have solidarity, loyalty, friendliness, we feeling, sympathy. e.g. Family
 - b) **Out group** – No loyalty, no sympathy, no cooperation
11. **Based on type and quality of relationship:**
- a) **Gemeinschaft group** – Traditional & personal relationship e.g. zamindari system i.e. landlords & his tenants.
 - b) **Gesellschaft group** – No personal attachment, relationships are based on bargaining & clearly defined agreement. e.g. association of wholesalers.

Factors in formation of groups:

1. Common interest & needs
2. Ancestors
3. Marriage
4. Similarities in religious & magical belief & rituals
5. Similarities in native language & mores
6. Common possession & land
7. Territory
8. Occupation
9. Economic interest

10. Same Lord
11. Attachment to the same social institutions, school temple
12. Common defense against common enemy or danger.
13. General living & mutual aid

Motivation in group formation – Most of the cases the people become members of the group by choice. It is observed that the individual joins the group for the following reasons

- 1) **Interest in group** – They are personally interested in the objectives for which the group is organized.
- 2) **Friends in the group** – The individual joins the group because their friends are already in the group
- 3) **Friendly relations** – the friendly atmosphere or relations & effective cooperation among members of the group attract the outsider for joining the group.
- 4) **Common culture** – Person with common culture i.e. common values & purposes come together.

Factors affecting formation of group –

- 1) Homogeneity
- 2) Size
- 3) Physical mobility
- 4) Effectiveness of communication.

Difference between primary and secondary group:

Sr. No.	Primary Group	Secondary group
1	Small in size	Large in size
2	Less than 20/30 persons	More than 20/30 persons
3	Personal relationship among members	Indirect relationship among members
4	Much face to face Communication	Little face to face communication
5	Permanent membership	Temporary membership
6	Informal relation among members	Mostly formal relations among members
7	e.g. Family	e.g. Political party

Role of social group in Agril. Extension:

- 1) It play vital role in the **development** of the society.
- 2) Extension workers should work in **collaboration** with the group for the welfare of the society.
- 3) If Extension worker obtains better **participation**, his work can be speedily done.
- 4) They should arrange **group meeting and discussion** for better results in his work with the help of social groups.

- 5) They will be able to play more **positive role** by participating through groups.
- 6) For development programmes related to advancement of agriculture, extension workers should take the **help and participation of social groups**.
- 7) The group should organize such events in which the good workers are **honored and rewarded** for good work. This will help in encouraging them for fruitful work for the group and the society.

In short, the extension worker should obtain the participation of the groups in the development programs for advancement of agriculture.

Chapter 5

SOCIAL STRATIFICATION

Definition- Social Stratification:

- 1) Social Stratification is the arrangement of individuals or groups of people in to hierarchically arranged strata in a community.
- 2) Social Stratification is the division of society in to permanent group or categories linked with each other by relationship or superiority and subordination.

Functions of social stratification:

- 1) **Performance of social duties** – Stratification places an individual at a particular strata of the society whose functions are already prescribed by the society. The individual has to perform his duty as prescribed. This provides motivation to the individuals to effect their performance e.g. A son of Brahmin has to perform the religious rites in the society.
- 2) **Rewards for good performance** – The duties associated with the various positions in society are not equally agreeable to individuals & are not equally important to the society. In order to increase the interest & performance of the individual some training & incentives are provided by the society in the form of rewards. The distribution of these rewards gives rise to social stratification.
- 3) **Social positions** – Social positions are built in the society due to the rewards which are usually in the form of economic & prestige. It leads to social stratification. e.g. rich - poor
- 4) **Simplification** – It is useful to sorting of the huge mass into different strata. e.g. male – female – children

Basis for stratification: The universal criteria or basis for stratification are listed as follows:

1. **Ethnic** – Ethnic stratification resulting from the Aryan invasion in India. e.g. Aryans, Negros
2. **Social** – The social basis for stratification in society involves the growth of a system of ranked strata within society.

Other basis:

1. **Wealth** – Wealth is recognized by the society in terms of quantity or quality of the wealth. Wealth is also reflecting in the living standards. Source of wealth also forms the basis of stratification.
2. **Ancestry** – The family reputation, length of residence in the area, racial or ethnic background & nationality form the basis of stratification.
3. **Functional ability of the individual** – The service provided by the individual to the society as executive, teacher, scientist, unskilled labour, decided his status in the society.
4. **Religion** – All societies include some attitude towards the supernatural expressed in the form of religion with set of beliefs & rituals. The Stratification based on the kind & degree of religion practiced.

5. **Biological Characteristics** – It includes both age & sex. Adulthood valued more than infancy & childhood. In most of the societies males are accorded higher status than females.

Each system of ranking, classification & placement of individuals & groups in various strata of society are built with these universal criteria which gives rise to social stratification system of that particular society.

General condition for stratification in society:

1. Conquest – Conquerors have ascribed the best position for right, privileges, power & status than conquered.
2. Race & cultural differences- Dissimilarities of biological characteristics like skin color, ethnic & cultural background has lead to stratification.
3. Division of labor – Position within the specialization includes differential power & functions & stratification of the social order emerges
4. Scarcity – means shortage of allocation of privileges & powers leads to stratification.

Forms of Stratification: 1) Caste 2) Class

- 1) **Caste:** The Term **caste** is derived from the **Portuguese** word ‘**casta**’ means **breed/race/lineage**.

Definition of Caste:

- Caste is defined as a hereditary, endogamous usually localized group having some traditional occupation and decides the particular status in social hierarchy.
- Caste is a social category whose members are assigned a permanent status within a given social hierarchy and whose contacts are restricted accordingly.

Characteristics of caste system:

1. **Hereditary:-** Caste is determined by his birth in which he is born which cannot be altered.
2. **Endogamous:-** A person born in one caste is supposed to marry in his caste & sub caste. Generally inter-caste marriage prohibited.
3. **Hierarchy:-** System based on superiority and subordination e.g. Brahmin is at highest position than kshyatiya, Vishay & shudra.
4. **Fixed occupation:-** Supposed to adopt the occupation of his caste. e.g. son of blacksmith will practice black smithy.
5. **Restricted Food habit:-** Each caste has to maintain their purity by distinct food habits- e.g. Brahmins – Satvik food. Kshatriya / vaishya – rajashi food. Shudra- Tamashi food
6. **Untouchability:-** In old era this was followed. Shudras was untouchables.
7. **Absence of vertical mobility:-** There is no up to down mobility for the members from his own caste to other caste.
8. **Reinforcement by Religious belief:** - Religious belief have played significant role in making caste system. e.g. Brahmins – Sacred.

Reasons for formation of caste system:

- ✓ Ancestors occupation
- ✓ Attitude of Brahmins
- ✓ Leadership
- ✓ Varying social & religious systems
- ✓ Attitude to preserve Culture & Traditions
- ✓ Color Prejudice

Factors responsible for existence of caste system:

- Illiteracy
- Religion
- Slow industrialization
- Foreign rules
- Geographical isolation
- Inadequate means

Factors unfavorable to existence of caste system:

- Indian constitution-Article-15, 17.
- Urbanization
- Education
- Transport & communication
- Change in Social value
- Democracy

Merits of caste system:

- 1) Preservation of culture
- 2) Preservation of racial purity
- 3) Social labor division
- 4) Cooperation within a caste
- 5) Healthy social life
- 6) Absence of competition
- 7) Help to pass beliefs & customs

Demerits of caste system:

- 1) Undemocratic system
- 2) No vertical mobility
- 3) Encourages Untouchability
- 4) Oppression of lower caste
- 5) Doesn't support National Integrity
- 6) Unwanted false scene
- 7) Obstacle in socio-economic progress

2) **Class: Definition**

- A social class is any portion of a community marked off from the rest by social status.
- Abstract categories of persons arranged in levels according to the social status they possess.

Characteristics of class:

1. **Definite status**- A social class has a definite status in the society.
2. **Relationship**- Relationship between upper and lower class in that of superiority or inferiority.
3. **Chance to improve**- There is a chance of improving one's social class if one struggles for it.
4. **Prestige and esteem**- Members of a class enjoy similar social prestige and esteem.
5. **Similarity**- The peoples in same class have nearly similar occupational, educational and income status.

Merits:

- 1) Provide stability.
- 2) Democratic system.
- 3) Provide chance to improve his status.
- 4) Motivate people to work hard to improve their status.
- 5) High position can be acquired by individual on merit.
- 6) Education becomes essential.

Demerits:

- 1) Does not provide equality.
- 2) Corrupts human nature as it indulges greed for power of wealth.
- 3) Centers of struggle.
- 4) Sometimes high position can be captured through conquest, fraud & coercion.
- 5) Law exploits poor and favors rich persons.

Types of classes:

1. Occupational classes :
 - Rural – Land owners, Land tenants, Agricultural labors, Non – agriculturist.
 - Urban – Professional men, business men, skilled / unskilled workers.
2. Type of houses – depends upon size & condition.
3. Income – Higher class, middle class, lower class
4. Education – Illiterate, Literate – lower education / higher education
5. New socio – economic classes – Rich class, Upper middle class, middle class, lower middle class, poor class.

Difference between class and caste System:

Sr. No.	Caste	Class
1	Membership is hereditary	A person is placed in class by Education, wealth or other Achievement.
2	No social mobility	Social mobility is possible
3	Members are not conscious of their Social status	Members are generally conscious of their social status
4	Expects members to follow certain Customs, folkways, rituals etc	No prescribed customs, Folkways, rituals etc.
5	Inter caste marriage will earn wrath of society	Marriage between two different classes is possible without wrath
6	It does not promote democracy	Helps in working of democracy
7	Members must follow particular Religion	Members may follow any religion
8	Closed system i.e. life time status	Open class system movement from one class to another can possible
9	No occupational mobility	Can adopt any occupation
10	Too wide social gap	Social gap is not so wide
11	Caste system have religious support	No such religious support

Chapter 6

CULTURAL CONCEPTS

Definition of culture:

- It is the pattern of learned behavior shared by the members of a society.
- Culture is that complex which includes knowledge, beliefs, Morales, laws, customs and habits acquired by a man as a member of society.
- Culture stands for moral, spiritual and intellectual attainments of man.

Characteristics of culture:

1. **Culture is learned**- Learn through the process of training, communication and socialization.
2. **Culture is transmitted**- From generation to generation, learned from parents and transmitted to children.
3. **Culture is shared**- The benefits of culture are shared by its members.
4. **Culture is gratifying**- It provides the specific way of satisfying mans biological and social needs.
5. **Culture is Adoptive**- They adjust their cultural behaviors as per the situation. e.g. water scarcity zone.
6. **Culture is integrative**- There is consistency and integration so that the society is held together.
7. **Culture builds conformity**- The pattern of behavior in a culture is considered as ideal and people are expected to strive.
8. **Culture is static as well as dynamic**- Culture has permanence but it changes overtime.
9. **Culture is relative**- There is nothing like good culture or bad culture. Culture is interpreted according to a person's or a society's own experience.
10. **Culture is diverse**- Culture varies from country to country and in different areas within a country.
11. **Culture is universal as well as unique** – Culture is found in all societies, but each society has its own.

Types of culture:

1. **Material** – implements
2. **Overt culture** – Outward behavior e. g. Customs, mores
3. **Covert culture** – Psychological e.g. attitude, values

Other classification:

- **Universal** – language (eg. English), dress (eg. jeans)
- **Specialities**–Carpenters culture differ than other
- **Alternatives** – shared by some persons but not by all members e.g. Horses, bicycles

Structure of culture:

- **Cultural traits** – Any single idea going to form a culture e.g. dhoti, pagadi
- **Cultural complex** – Many traits related with each other e.g. thread ceremony
- **Cultural pattern** – Expected modes of behavior e.g. norms

Functions of culture:

1. Provides basic foundation & design for social living
2. Provides to fulfill biological & socio-economic needs e.g. food ,shelter
3. Co-operation , co-ordination are the product of culture
4. Provides map of all life activities
5. Defines the pattern of behavior

Cultural Concepts:

1. **Traditions** – Socially accepted ways of thinking. e.g. cow is a holy animal
2. **Customs** – Socially accepted ways of acting. e.g. cow is worshiped in Hinduism
3. **Norms** - Are the blue print of behavior OR
Norms are the established behavior pattern for the members of social system.
4. **Folkways** – Is a approved form of behavior / Uniform ways of thinking & acting e.g. Greeting with Namaste. OR
Folkways are informal rules of behavior based on habit and tradition, mostly found in usages.
5. **Mores** – Are the pattern of behavior consider essential by the society e.g. Standing during playing of National Anthem OR
Mores are the acceptable ways of behavior that do involve moral standards.
6. **Conventions** – Behavior according to usual customs e.g. Wearing cloths in public
7. **Taboos** – The things or practices which are forbidden by tradition / negative action or the things that one ought not to do. e.g. Destruction of cow is a taboos in Hindu society.
8. **Rituals** – Are the practices & ceremonies followed by the society. e.g. marriage
9. **Ethnocentrism** – Generally the members of each group think that their culture is best this attitude is called as ethnocentrism.
10. **Cultural Lag** – Gap in adoption of material & non material culture.

Role and Importance of culture in agricultural extension:

Following are some points which show the role of culture in Agril. Extension:

- There is lot of difference between the culture and thinking of the people in different societies.
- The extension worker should try to understand the cultural pattern of that area.
- It helps to introduce the development programmes as per the cultural pattern.

- It will be wise to study the history and cultural values these areas and make appropriate change.
- The customs, traditions, folkways, mores and rituals needs to be taken into account.
- The programmes which are not in line with the cultural pattern are likely to be rejected by the people. e.g. artificial insemination – may be rejected, Improved seeds – accepted.
- The culture of people undergoes change while doing extension work. It is necessary for the growth and development of the society.
- e.g. Introduction of tractors – animal population reduced – adoption of tractor drawn implements increases.
- If the change introduced in the society is a taboo, then the people will resist this change and the extension worker will not be able to run the programme.

Importance of culture:

1. **Transforms** human animal into man. E.g. respect to elders
2. **Regulates** the behavior of people.
3. Helps in **coordination** and **division of labor**.
4. Gives feeling of **unity**.
5. Culture **change is the basic** to extension.
6. Culture change **takes place through** – discovery and inventions, diffusion and borrowing.

Chapter 7

SOCIAL VALUES AND ATTITUDES

Que. - Define social values. State the characteristics of social values and describe types of social values.

Que. - Define the term social value & explain the role of social values in Agricultural Extension.

Definition of social values:

1. Social values are assumptions largely unconscious of what is right and important.
2. Ideas as to whether objects or behavior are good, bad, desirable or the like.

Characteristics of social values:

1. **Diffusive in nature** and do not remain same at all times and places.
2. It shows the **moral standard** of the people.
3. It develops the **constructive outlook** and makes life purposeful and meaningful.
4. It **regulates** the social behavior.
5. They are **dispersed through** the means like school, family, playground temple, customs and fear of laws.
6. It **may change** from society to society and with change in geographical regions.

Types of social values: Has been identified as below....

1. **Ultimate values** – Express the general views of society towards nature, universe and man's relation to it. These values found in social institutions like family, government, religion etc. e.g. Democratic procedures. These values are also called as dominant values. It is abstract form.
2. **Intermediate values** – Derived from ultimate values. They exist and operate within the framework of ultimate values. e.g. Freedom of speech, free public education, religious freedom.
3. **Specific values** – The subdivision of intermediate values. They are almost unlimited in numbers, forms the smallest unit. e.g. public education – school – classroom –and other facilities. To farmers the intermediate value of adequate housing in terms of specific value may be represented by brick construction with a flat roof slab, wide veranda & large courtyard with provision for livestock housing.

Classification of values:

- 1) On the basis of degree of compulsiveness – Folkways, Mores, Laws
- 2) On the basis of associative functioning – Positive, Negative
- 3) On the basis of Institutional functioning – Family value, Religious value, Educational value, Economic value.
- 4) Fraenkel – Moral value, Real value, Market value, Personal value
- 5) Spranger – Theoretical, Economic, aesthetic, Social, Political, Religious

Role of social values in Agricultural Extension:

- 1) Means **for judging** the social worth of persons.
- 2) It helps in **knowing where an individual stands** in the eyes of others.
- 3) Focus the **attention** of the people upon material culture items. The extension worker should understand these social values. e.g. T.V., mobile
- 4) Values are **the guide post** for the people in choice of social roles.
- 5) Values acts as a **means of social control & social pressure**. They influence people to confirm to the mores.
- 6) **Encourages** people to do right things.
- 7) Acts as a **means of solidarity**.
- 8) Indicates the **ideal way** of thinking & behaving in the society.

Que. - Define Attitude & describe characteristics of attitude & ways of change in attitude.

Definition of Attitude:

- Attitude is the tendency to act in some way towards some object, person, situation or ideas.
- It is a feeling like attraction, repulsion, interest or apathy towards other persons, objects, situation or ideas.

Characteristics of attitude:

- Attitude is **formed** in relation to person, object & values.
- Attitudes are **not innate**.
- **Have direction**; positive or favorable, negative or unfavorable, & vary in degrees.
- **Do not stand loosely** or separately.
- Provides a **meaningful background** for individual's overt behavior.
- **Develops** through consistency.
- They are **prone to change**. Changes may be brought about by training and other methods & aids.

Causes for change in attitude:

1. Personal experience
2. Change in situation
3. Legislation
4. Influx of new information
5. Change in the group.

Development of Attitudes:

- Develops through individual's experience, environment to which individual exposed.
- Inspiration, training, interest, learning, knowledge, and information etc. change views to develop new attitude.

Chapter 8

SOCIAL INSTITUTIONS

Que. - Enlist informal social institutions. Give the functions of family & religion

Que.-State the social institutions & explain family institution in detail.

Que.-What is rural institution? Give the functions of grampanchayat as formal rural institution.

Que.-What are the different types of rural social institutions? Give the function of service cooperative.

Definition: Social institutions are formal cultural structures devised to meet the basic social needs.

Major social institutions:

Informal social institution:

- i) Family
- ii) Religion
- iii) Class
- iv) Caste
- v) Marriage

Formal social institution:

- i) Grampanchayat
- ii) Co-operative society
- iii) Economic
- iv) Education
- v) Government

a) Informal institutions:

i) Family: A social group consisting one or more men living with one or more women in the same household & their own or adopted children at least during their early years.

Characteristics of Family:

1. Permanent marital sexual relationship between husband & wife.
2. Common stay under one roof.
3. Economical interdependence among members
4. Emotional attachment among members.
5. Acceptable social behavior
6. Basic unit of society
7. Members have blood relationship of marriage between man & woman necessary

Functions of Family:

1. Means of procreation
2. Means to satisfy sexual needs of husband & wife
3. Care of dependence
4. Socializing children
5. Fulfill basic needs
6. Division of labor
7. Sharing economic activities
8. Furnishing education
9. Transmitting traditions
10. Develop co-operation, interaction & sense of security

Nature / Characteristics of Rural family:

- Patriarchal
- Orthodox
- Unity
- Protection
- Joint
- Farming
- Homogeneous
- Disciplined
- Interdependent

ii) Religion: Definition:

- Religion is a set of beliefs regarding the relationship of man to the super natural power called god.
- Religion is a belief in a supernatural power. Religion provides foundation for mores of society.

Functions of religion:

- 1) Prescribe Prayers & worships as a part of relation with God.
- 2) Teaches moral.
- 3) Acts as a School of social control.
- 4) Helps in understanding truth
- 5) Satisfaction of spiritual urges.

Different religion but most are common things in different forms.

iii) Marriage – The social sanction generally in the form of a civil or a religious ceremony authorizing two persons of opposite sex to engage in sexual & other socio-economic relations with each other.

Forms of marriage:

1. **Endogamy** – marrying within one's tribe
 - a) Levirate – mate to one's husband's brother
 - b) Sororate – several sisters are the spouses of same man.
2. **Exogamy** – marrying outside one's clan. (should not inbreeding)
3. **Polygamy** – marriage of one man to several women.
4. **Polyandry** – marriage of one women to several man. E.g. toda, khosa
5. **Hydergamy** – a man can marry from his own caste or high / low caste.
6. **Adelphic polyandry** – several brother share the same wife.

Ways of acquiring mates:

- Probationary marriage
- By capture
- By trial
- By purchase,
- By service
- By exchange
- By mutual consent.

Forms of marriage ceremony

- 1) **Brahma marriage** – father gift his daughter to learned man.
- 2) **Dev marriage** – married to priest
- 3) **Ashi marriage** – son-in-law gives bull or cow to girl's father
- 4) **Asura marriage** – when girl is purchase
- 5) **Gandharva marriage** – by mutual love
- 6) **Prajapati marriage** – father gift his daughter after duly honoring him
- 7) **Rakshas marriage** – carrying away a girl. In some tribe regarded as lawful, but the seduction of girl while asleep, intoxicated or of unsound mind, is unlawful. This form of marriage is called as Rakshas marriage.

b) Formal institutions:

i) Grampanchayat – Local self government responsible for administration of the village also looks after the welfare of the people.

Importance:

1. Helps to train the villagers in governing themselves
2. Train & develops leadership
3. Helps in securing participation

4. Train in democratic procedures.

ii) Co-operative society – Co-operative societies that are established for one single purpose are called ‘single purpose co-operative societies’ - Looks after need for the credit of villagers. While co-operative societies that are organized with the object of fulfilling various tasks are known as multipurpose co-operative societies - Looks after the credit facilities, fertilizers, agriculture implements, marketing etc.

iii) Economic – Provides basic & physical substances, meets basic needs for food, shelter, clothing & other necessities. The institutions like agriculture, industry, distribution, exchange, consumption, goods & services are essential for human survival. e.g. Credit & banking system.

iv) Education – Helps in socialize the individual in society. It introduces them in formal ways into their social & cultural world. Educational institutions have emerged from this background from the home & the temple the mosque, the church or the ashram, to the formal village school, college & university. These major institutions have tremendous influence on the behavior of rural people.

v) Government – Political institution, performs administrative & regulatory functions of law & order, maintains security in society. It also provides protection from external aggression. The secondary institutions are military systems, police force, and legal system.

Functions & role of social institutions in Agricultural Extension:

- 1) Important instruments for extension worker
- 2) If he work through the institution he can take advantage of role played by the institutions
- 3) They can help extension programme if they are in line with the objectives of the institution.
- 4) It provides co-ordination & stability to culture & give sense of security to the individual.
- 5) It also serve as a mechanism of social control & exert pressure on individual in society in various ways.

Thus, these roles of the social institution help the extension workers in introducing desirable change in the society.

Chapter 9

SOCIAL CONTROL

Definition:

- Social control is a pattern of pressure which a society exerts to maintain order & established rules in society.
- Social control is the sum of those methods by which a society tries to influence human behavior to maintain given order.

Need of social control:

There are certain norms of behavior set by the society for its maintenance & development. The members of society are expected to follow these norms. However, some individual violate these norms & create danger to the existence of the society. These persons need to be controlled in the interest of the society.

Thus social control needed for stability, order, growth & development of society. Norms set by society for its maintenance & development. Needed to regulate behavior of people.

It influences the people to conform to the mores & encourage them to do right things. It is necessary for the stability of the society. Is the pattern of influence the society. It helps in maintenance of the desired social values

Means & Agents of social control:

- 1) **Socialization & Education:** In the process of socialization people communicate, associate, conform & co-operate together. They are taught the ways of behaving with each other. In education ideals, norms & habits are taught to people, socialization is the foundation on which societies base control.
- 2) **Beliefs:** Are the acceptance of a proposition as true is an important means of social control.
- 3) **Suggestions & limitations:** Suggestions are the implementation of ideas & feeling in the people. Limitation is the following of behavior of others. Suggestions are indirect communication of ideas, feeling & other psychological states from person to person.
- 4) **Persuasion:** Attempt to achieve control by convincing arguments. This is the more direct form of achieving control than suggestion as it is open efforts to influence others by pressure of logic or argument.
- 5) **Emotional appeal:** Art of control through domination of feeling. Art expressed in music, painting, architecture & ceremony exert control through their influence on the imagination. e.g. picture showing bad effects of smoking.
- 6) **Rewards:** Rewards that give people status in societies are strong support of the control system. The acceptable behavior is usually rewarded by societies & their organizations
- 7) **Humor & Satire:** It often relieves tense situations. Humor is also used to establish a position & gain favorable responses.

- 8) **Laws:** Laws act as controls which formally defined rights in a society. Complex situation demand formed rules to control behavior of the people.
- 9) **Gossips**
- 10) **Rumor**
- 11) **Ridicule**
- 12) **Public opinion**
- 13) **Customs, folkways, mores norms**

Chapter 10

SOCIAL CHANGE

Meaning: Social means man & his relationship with others. Change means a difference observed over a period of time. Means social change is continuous process over a period of time in which differences in human relationship takes place. Social change involves a change in the structure & function of societal form. Technological changes give rise to social changes.

Definition: Social change is the change in the relationship.

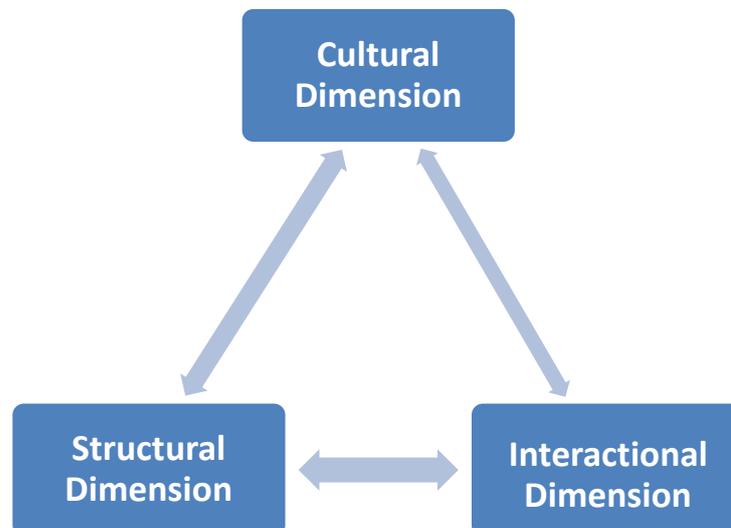
Nature of social change: changes are taking place everywhere. Think about your knowledge, skills, and your interest & compare them with what they were a few years ago. Observe & recognize the changes that have taken place in your village, on your own farm, & your home. Much of them are changed due to rural development programmes. In short change is important fact of social life.

Certain trends of change are observed in rural life:

1. Farm people are motivated to migrate to urban centers as there are less favorable farm income & unfavorable conditions.
2. Increasing number of persons are becoming part time farmers.
3. Rural – nonfarm people are increasing rapidly.
4. Rural & urban values are getting mixed.
5. Widened horizons result from improved communication & transportation.
6. Growing industrialization e.g. special economic zone (SEZ)

A study of social change helps in comprehending the behavior of rural people in physical & social aspects

Dimensions of Social Change: Three major dimensions



1. **Structural Dimensions** – Changes in the structural forms of the society. e.g. Change in roles, new roles, class & caste structure, changes in the social institutions like family, government, school or educational system. Some changes in the structure of the rural family, village council, or panchayat are takes place.
2. **Cultural Dimensions** – Changes takes place in the culture of the society, through discovery, invention, new technology, contact with other culture involving diffusion & cultural borrowing, replacement of old forms of culture. New forms & elements may be rejected or modified.
3. **Interactional Dimensions** – Changes in social relationship in society i.e. Frequency, social distance, instrumentality, directionality & interactive form.

Factors affecting social change:

- 1) There are various factors which determine the rate & direction of social change.
 - Biological factors** – These are the factors that determine the numbers, the composition, the selection & the hereditary quality of the successive generations. Every human element in society is always changing. e.g. The changes in population, both in numbers & composition, have effect on society.
- 2) **Physical factors** – The surface of our planet is never at rest, there are slow physical changes as well as natural calamities viz. storm, earthquakes & floods these changes sometimes brings about important changes in the society.
- 3) **Technological factors** – Technology causes a variation in some institution e.g. Introduction of Machine technology as a result of the discovery of the new sources of energy.
 - a) **Need for change** – Acceptance of the change by society depends upon its need & importance.
 - b) **Desirable innovation** – The idea must bringing some benefits, perceived as desirable e. g. more yield & income, reduction in cost, saving of time & labor.
 - c) **Proper communication** – Social change cannot take place without **communication**. The methods of communication must be appropriate, timely & aids are skillfully used.
- 4) **Cultural factors** – The social & cultural factors are so closely interwoven that all cultural changes involves social change. Culture is not something static. Culture is merely responsive to the influence.

Patterns of change:

- **Stable equilibrium:** Occurs when there is almost no change in the structure & functioning of a social system. Completely isolated & traditional system. Rate of change is almost zero
- **Dynamic equilibrium:** Occurs when rate of change in a social system is match with the system's ability to cope with it. That allows the system to adopt to it.
- **Disequilibrium:** Occurs when the rate of change is too rapid or undesirable, to permit the social system to adjust.

Chapter 11

LEADER

Que.: Define leader. State types of leaders with suitable examples.

Que. – Define the term leader & leadership. Classify the leaders on the basis of types & style of working with examples.

Definition: Leader

- Leader is a person who guides the group towards common goals & objectives.

Leadership:

- Leadership is the process of influencing the behavior of the individual in a given situation.
- It is the process of influencing, guiding & directing the actions & thoughts of the people in proper direction.

Types of leaders:

1. **Traditional leader** – Emerge out of tradition & stick to tradition. Static type, do not accept change because they have fear to lose their position.
2. **Caste leaders** – Followers belong to the same caste, provides leadership in matters relating to the caste.
3. **Religious leaders** – They advice followers on religious matters, performing religious acts or rituals.
4. **Political leaders** – They arise out of political system. e.g. MLA, MP, CM
5. **Functional leaders** – Recognized as a leader because of their specialized knowledge & function in the society.
6. **Opinion leaders** – These are the persons to whom people go for opinion & advice on certain issue.

Other classification:

- 1) **Operational leaders** – Those who actually initiate the action within the group.
- 2) **Popularity leaders** – The popular person is elected to a position of leadership because he is well liked by the members.
- 3) **Assumed type of leaders** – Work with other leaders & later have assumed as a leader to represent another group.
- 4) **Prominent leaders** – He is expert in doing specific type of work e.g. musician, artist.

Another classification:

1. **Professional leader** – Is one who has received specific training in the field in which he works full time as an occupation & is paid for his work. e.g. Extension officer, gramsevak
2. **Lay leaders** – Is one who may not have received specific training & is not paid for his work. Generally works part time e.g. Youth club president

Characteristics / Qualities / Factors determining effectiveness of leaders:

- Prestige,
- Love for people,
- Need fulfillment,
- Valued,
- Co-operative,
- Initiative,
- Enthusiastic,
- Good physical fitness,
- Mentally strong,
- Teaching ability,
- Tactful,
- Visionary,
- Flexible,
- Cheerfulness,
- Fearlessness,
- Emotional,
- Loyalty,
- Sympathy.

Identification of professional leaders:

- a) **Interview**
- b) **Performance test** – common task to perform

Selection of local leaders:

1. **Sociometric** – asking respondents whom they approach for information
2. **Election** – Member of the group electing a leader. The extension worker can guide in electing the right person for the right job. e.g. Grampanchyat members
3. **Discussion** – Through discussion on any subject the person with sound knowledge & ability is soon recognized & a more talker easily spotted.
4. **Workshop** – In this method large group breaks up into smaller groups, leadership emerged in each group, and extension worker can spot the leader.
5. **Observation** – The extension worker should watch the community, and then he will be able to spot potential leaders.

6. **Key informants** – An alternative to using sociometric to identify opinion leaders is to ask informants who are especially knowledgeable about network in a system.
7. **Self designating technique** – Consist of asking a respondent a series of questions to determine the degree to which he perceives himself to be an opinion leader.

Classes of leaders:

- 1) **Autocratic leader** – cannot trust people, always thinks that his subordinates never doing what they should do,& is paid to work so must work.
- 2) **Democratic leader** – Shares all decision making with members of group, helps them.
- 3) **Laissez – faire leader** – He has confidence in himself and often rationalizes the thinks. He gives minimum guidance, remains in background and seldom expresses an opinion or work with minimum of rules. Members often act as a leader in making decision that guide the organization.

Role of leader in agriculture extension:

1. **Coordinator** – They coordinates the efforts of the group to achieve its goal.
2. **Social climate creator** – They establish proper social climate in the group.
3. **Organizer** – Assist the group to organize themselves.
4. **Promoter** – They promote the spread of message.
5. **Planner** – Help in planning & execution of development programmes.
6. **Demonstrator** – They act as a demonstrator for the innovations.
7. **Spokesman** – They acts as a spokesman of group.
8. **Encourager** – They encourage other for action.
9. **Motivator** – They motivates others, also gives support & develop self confidence among members.
10. **Model** – They acts as model for members.

In short 8 important roles:

- 1) Group spokesman
- 2) Group harmonizer
- 3) Group planner
- 4) Group executive
- 5) Group educator
- 6) Symbol of group ideas
- 7) Group discussion chairman
- 8) Group supervisor.

Pattern of leadership:

- a) **Leader centered leadership** – Negative, pessimistic, discouraging approach.
- b) **Group centered leadership** – Positive, optimistic, Constructive view.

Some important terminologies:

1. **Opinion leader** – Are individuals who lead in influencing others opinion about innovations.
2. **Opinion leadership** – degree to which an individual influences others opinion about innovations.
3. **Mono- morphism** – degree to which an individual acts as an opinion leader for Single topic.
4. **Polymorphism** – degree to which an individual acts as an opinion leader for variety of topics.

Chapter 12

PSYCHOLOGY & EDUCATIONAL PSYCHOLOGY

The term psychology derived from **Greek word 'psyche' means 'soul' & 'logus' means 'science'**. Thus, psychology is a science of mental life, science of soul, science of mind, science of mental activities, science of consciousness & science of human behavior.

Definition: Psychology

- Psychology is the science of human behavior.
- Psychology is the study of human behavior & human relationships.

Educational Psychology:

- Educational psychology is the systematic study of the development of the individual within educational setting.
- Educational psychology is study of human behavior or human personality, its growth, development & guidance under the social process of education.

Role of Educational Psychology in Education:

1. To evaluate different methods of teaching in the light of principles of learning and motivation.
2. To evaluate education theories.
3. To study and evaluate extemporary practices in Education.
4. To help and guide teacher to solve their personal problems.
5. To provides method of scientific study of problems concerned with educational psychology.

Objectives of Educational Psychology for Extension in Farmers:

- 1) To understand behavior of farmers/villages.
- 2) To give information about personality of villagers including men, women and children, farmers, home makers, farm labours etc.
- 3) To create suitable atmosphere for extension purpose by knowing the state and readiness of villagers mind.
- 4) To obtain knowledge and interest of the villager.
- 5) Psychoanalysis of problem man.
- 6) To approach people with friendly attitude.
- 7) To know stage of development in the village.
- 8) To make clear emotional experiences.
- 9) To know about stage of development to prepare further programmes.

Scope and Importance of Educational Psychology in Agriculture Extension:

1. Educational psychology studies the individual's physical capacity, intelligence, aptitude, interests etc. which may play a major role in ones learning.
2. It assists in improving teaching and learning.
3. It assists to improve education through preparation of different text books, development of examination patterns etc.
4. Educational psychology discovers new sources that create new type of activity to proceed.
5. It helps extension workers to discover cause of the habit of sticking to old practices and ways of doing things, the doubts and lack of confidence and factors affecting motivation which helps to improve extension practices.
6. It also helps to know the behavior, emotions and feelings of farmers.

Necessity to study Educational Psychology OR Role of Educational Psychology in Extension:

The main job of extension worker is teaching rural people using educational psychology in extension as follows:

1. The knowledge of educational psychology helps the extension worker in selecting and giving appropriate learning experience to rural people.
2. This learning experience should be given in rural area in which the rural people are interested.
3. Considering human behavior, extension workers help them to reach the goals or to satisfy basic needs, physical needs (e.g. hunger) , safety, esteem needs (prestige) etc.
4. Extension worker identifies the interest of rural people and motivate them to achieve the goals e.g. person interested in better health and family plan.
5. In extension, education psychology helps the change agents to adopt suitable techniques considering age of the rural people like adults (more matured, experienced) child, young, women etc.
6. Extension worker consider the occupation of rural man and the interest will be to earn more. Therefore extension workers can convince him that by new learning so that he will earn more for him and his family.
7. Extension worker makes the use of sentiments in the adults and by respecting his sentiment, he progresses in extension work.

Chapter 13

Behaviour: Cognitive, Affective, Psychomotor domain

Benjamin Bloom (Cognitive Domain), David Krathwohl (Affective Domain), and Anita Harrow (Psychomotor Domain).

Cognitive Domain - Cognitive Domain, **behavioral objectives that deal with cognition** could be divided into subsets. According to various researchers there are six levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, evaluation. In the chart below, note the hierarchical arrangement, which means that higher levels subsume ability in lower levels. The higher the level, the presumably more complex mental operation is required. As one moves up into higher levels, however, the more applicable the skills are to those needed in daily life.

Level	Description	Action Verbs Describing Learning Outcomes	
6) Evaluation 	Requires the formation of judgments and decisions about the value of methods, ideas, people, and products. Must be able to state the bases for judgments (e.g., external criteria or principles used to reach conclusions.)	Appraise Compare Contrast Criticize Defend	Judge Justify Support Validate
5) Synthesis 	Requires production of something unique or original. At this level, one is expected to solve unfamiliar problems in unique way, or combine parts to form a unique or novel solution.	Categorize Compile Compose Create Design	Devise Formulate Predict Produce
4) Analysis 	Identification of logical errors (e.g., point out contradictions, erroneous inference) or differentiate among facts, opinions, assumptions, hypotheses, conclusions. One is expected to draw relations among ideas and to compare and contrast.	Breakdown Deduce Diagram Differentiate Distinguish Illustrate	Infer Outline Point-out Relate Separate out Subdivide
3) Application 	Use previously acquired information in a setting other than the one in which it was learned. Because problems at this level are presented in a different and applied way, one cannot rely on content or context to solve the problem.	Change Compute Demonstrate Develop Modify Operate	Organize Prepare Relate Solve Transfer Use
2) Comprehension 	Some degree of understanding is required in order to change the form of communication, translate, restate what has been read or heard, see connections or relationships among parts of a communication (interpretation), draw conclusions, see consequences from information (inference).	Convert Defend Discriminate Distinguish Estimate Explain	Extend Generalize Infer Paraphrase Predict Summarize
1) Knowledge	Remember or recall information such as facts, terminology, problem-solving strategies, rules	Define Describe Identify Label List	Name Outline Recall Recite Select

B) Affective Domain - (According to Krathwohl). **This area is concerned with feelings or emotions.** Like the cognitive domain, the affective domain is hierarchical with higher levels being more complex and depending upon mastery of the lower levels. With movement to more complexity, one becomes more involved, committed, and self-reliant. As one moves from being externally to internally motivated, one moves to higher levels.

Level	Description	Action Verbs Describing Learning Outcomes	
Characterization	All behavior displayed is consistent with one's value system. Values are integrated into a pervasive philosophy that never allows expressions that are out of character with those values. Evaluation at this level involves the extent to which one has developed a consistent philosophy of life (e.g., exhibits respect for the worth and dignity of human beings in all situations).	Avoid Exhibit Manage Resist Revise	Display Internalize Require Resolve
Organization	Commitment to a set of values. This level involves 1) forming a reason why one values certain things and not others, and 2) making appropriate choices between things that are and are not valued. One is expected to organize likes and preferences into a value system and then to decide which ones will be dominant.	Abstract Balance Compare Decide Define	Formulate Select Systemize Theorize
Valuing	Display behavior consistent with a single belief or attitude in situations where one is neither forced or asked to comply. One is expected to demonstrate a preference or display a high degree of certainty and conviction.	Act Argue Convince Debate Display	Express Help Organize Prefer
Responding	One is required to comply with given expectations by attending or reacting to certain stimuli. One is expected to obey, participate, or respond willingly when asked or directed to do something.	Applaud Comply Discuss Follow Obey	Participate Play Practice Volunteer
Receiving	One is expect to be aware of or to passively attend to certain stimuli or phenomena. Simply listening and being attentive are the expectations.	Attend Be-aware Control Discern Hear	Listen Look Notice Share

C) Psychomotor Domain -

This domain is given primarily for information. Other courses within the curriculum stress this various levels of psychomotor performance.

Psychomotor behaviors are performed actions that are neuromuscular in nature and demand certain levels of physical dexterity.

Level	Description	Action Verbs	Describing Learning Outcomes
Naturalization	High level of proficiency is necessary. The behavior is performed with the least expenditure of energy, becomes routine, automatic, and spontaneous.	Automatically Effortlessly Naturally perfection Professionally Routinely	Spontaneously With ease With poise
Articulation	Requires the display of coordination of a series of related acts by establishing the appropriate sequence and performing the acts accurately, with control as well as with speed and timing.	Confidence Coordination Harmony Integration Proportion	Smoothness Speed Stability Timing
Precision	Requires performance of some action independent of either written instructions or a visual model. One is expected to reproduce an action with control and to reduce errors to a minimum.	Accurately Errorless Independently	Proficiently With balance With control
Manipulation	Performance of an action with written or verbal directions but without a visual model or direct observation. The action may be performed crudely or without neuromuscular coordination at this stage. Notice that the action verbs are the same as those for the imitation stage. The difference is that these actions are performed with the aid of written and verbal instruction, not visual demonstration.	Align Balance Follow Grasp Hold	Place Repeat Rest (on) Step (here)
Imitation	The learner observes and then imitates an action. These behaviors may be crude and imperfect. The expectation that the individual is able to watch and then repeat an action.	Align Balance Follow Grasp Hold	Place Repeat Rest (on) Step (here)

Chapter 14

INTELLIGENCE

Definitions:

- Intelligence can be defined as the capacity of solving the problems by using past experience.
- Intelligence has been defined as the ability of an individual to cope with an environment.(Thorndike)

Classification of Intelligence: Intelligent behavior is classified into three kinds and distinguishes as follows:

1. **Social Intelligence** – Ability of persons to understand others and act wisely in human relation. Viz. Diplomats people, salesman, ministers.
2. **Mechanical Intelligence** – It is an ability of persons with skills in manipulation tools, and managing the working of machines viz. mechanics, tradesman.
3. **Abstract Intelligence** –It is an ability to handle symbols and ideas as in words, numbers, formulae, scientific principles viz. professional people.

Theories of Intelligence:

- a) **Monarchic Theory (uni-focal)**- This theory advocates power of mind is great which dominates over others. It means a person who can perform intellectual task very well can also perform another task very well.
- b) **Oligarchic (multi- focal) Theory**- A student well in mathematics may not be well in languages & vice versa.
- c) **Anarchic (Non-focal) Theory**(By Thorndike)- Mind is a host of highly particularized & independent faculties. Average of all energies is intelligence. Thus, a man with ability who can do one kind of work doesn't imply his ability to do another kind of work.
- d) **Electric (Two Factor) Theory** (By Spearman)- Achievement (A) = General ability (G) + Specific ability (S)

Measurement of Intelligence: Measurement of intelligence is useful to assess difference among adults. Also enables to understand the various differences in performance among the individuals.

1) Stanford Binet Scales:

a) Mental Age (M.A.)- The age at which the normal child could make the equivalent score. E.g. A child of 10years old can do all the test meant for the 12 years old, then his mental age is 12.

b) Intelligence Quotient (I.Q.) -

$$I.Q. = \frac{M.A.}{C.A} \times 100$$

Where, I.Q. = Intelligence Quotient
M.A. = Mental age and
C.A. = Chronological age. (Running age)

2) Performance Tests:

a) Form the Boards:

b) Picture Completion Tests:

c) Wechsler Adult intelligence Scale and Wechsles Intelligence scale for children – First verbal section & then performance section. (WAIS – for 16 years & above & WISC – for 2 to 15 yrs. Tests)

Types of Intelligence based on the IQ test and it’s Nomenclature: The level of intelligence and categorization:

Categories	I.Q. = $\frac{M.A.}{C.A} \times \text{Hundred}$	Frequency Percentage
Genius	170 and over	0.2
Very Brilliant	160 to 170	0.3
Brilliant	150 to 160	0.6
Very Superior	140 to 150	1.4
Superior	130 to 140	3.5
Very Bright	120 to 130	9.0
Bright	110 to 120	15.0
Average (Superior)	100 to 110	20.0
Average (Inferior)	90 to 100	20.0
Dull	80 to 90	15.0
Dull(Inferior)	70 to 80	9.0
Border Line		
Mental defective	65 to 70	2.2
Feeble Minded	45 to 65	3.1
Imbeciles	25 to 45	0.6
Idiots	25 and below	0.1

Factors affecting intelligence:

1. **Heredity and Environment** – Heredity based variation in intelligence is 68 % while environment based is 32 %. Heredity provides the physical body & environment provides necessary condition for maturation & training.
2. **Age** – Brightness or dullness obtained in the childhood remains the same throughout our life. It is proved that a person achieves maximum IQ at the age of 20 years.
3. **Health and Physical Development**- Physical & mental health may be related to gain desirable achievement in mental activity. e.g. A powerful man may be or may not be brilliant.
4. **Sex** – Few years ago it was thought that boys & men are more intelligent than girls & women, but now it is not a limiting factor.
5. **Race** - Old era it was consider. e.g. Brahmins are more intelligent than others.
6. **Culture** – Culture influences the intelligence of the individual to a degree
7. **Social and Economic Conditions**- Has a greater impact on the intelligence level of a child.

Importance of Intelligence in Agriculture Extension:

- 1) **Categorization of the farmers for extension teaching on the basis of intelligence:** - farmers have different intelligence levels. Therefore, same method of extension teaching will not be effective for all. In general farmers are categorized into 5 categories viz. innovators, early adopters, early majority, late majority & laggards.
- 2) **Necessity to harness villagers Intelligence:** - It is necessary for extension worker to make use of villager's intelligence to bring innovations & change through utilization of new agricultural technology developed in post green revolution era. We are moving towards “Gene – revolution” to “Green revolution”.
- 3) **Rationality Quotient for rational decisions on farmers:** - Like instruments in measuring the farmers justification in selection of most efficient means, techniques, suitable to his soil & climate. The extension worker should help these farmers by developing his ability for making rational decisions.
- 4) **Activation of Villagers Intelligence:** - If the intelligence of villagers is activated, it will prove fundamental source of improved agriculture.
- 5) **Farmers Research Contribution in Agriculture:** - Intelligence of farmers is proving useful in individual research in farming. e.g. rice variety ‘HMT’ is developed by the farmer.

Chapter 15

PERSONALITY

The word personality derived from **Latin** word '**Persona**' means the '**Mask**'.

Personality is multi – dimensional, heredity, learning, perception, thinking, motivation & emotion combine producing the most complex aspect of human behavior called personality.

Twins can be physically identical but not identical in personality.

Definition:

- Personality is the quality of an individual's total behavior
- Personality can be defined as an integrated pattern of traits.
- Personality is a sum of activities that can be discovered by actual observation of behavior over a long period of time to give reliable information. It is the end product of our habit system.

Types of Personality:

There are three types of personality as follows:

- 1) **Introvert** :- Introvert is more interested in evaluating himself, better at writing than at speaking, inclined to worry, easily embarrassed, fond of books and magazines, rather reserved, likes to be alone, lacks flexibility, is careful of personal ailments and personal belongings.
- 2) **Extrovert**:- Extrovert is social, adaptable, interested in people, fluent in speech, free from worries, not easily embarrassed, likes to work with others and wants to be always in limelight. People are characterized by a number of traits.
- 3) **Ambivert**:- Most people are not extreme types in traits but fall somewhere between the extremes. Jung classified such persons as ambivert.

Table: Difference between characters of Extroverts and Introverts.

Sr. No.	Extroverts	Introverts
1	Alert to his environment	Absent minded, day dreamer
2	A good mixer in society	No social contacts
3	Ups and down in mood	Apparently even tempered
4	Likes change	Dislikes change
5	Likes action	Likes reflection
6	Adapts readily	Not easily adapted, hesitation
7	Express emotions readily	Not expressive of emotions
8	Impulsive in action	Thinks before acting

Factors influencing the personality:

1. **Role of Heredity** – Personality has connection with heredity as most characters are hereditary in nature. The nervous system, the ductless glands, the organic drives, the emotions & capacities of mental behavior may lead to differences in personality. Heredity influences the personality directly (mental alertness) or indirectly (genetic traits).
2. **Physical and Environmental condition** – Food & climate influences biological development. Several other factors in the environment may affect the process of shaping the personality like physical set up. (Hills, ocean, ice)
3. **Type of Culture** – Culture affects attitudes & habits through the influence of folkways & customs. Behavior can be transferred from parents to the child & therefore impact on personality.
4. **Individual Experience** – Adolescence is a crucial stage. Ideas habits, values, motives, are the integral part to the personality & are adopted through the process of interpersonal interaction.
5. **Role of family** – Relations, interaction with the child, discipline, and family atmosphere affects the personality of child.
6. **Effect of school environment** – The personality of teachers & the treatment they give to the students affect their tender mind.
7. **Effect of friend circle** – As per the proverb, the man is known by the company he keeps. Depending upon the friend circle there is a good or bad effect on development of personality.
8. **Other social effects** – Social status, caste & class system, social laws affect the personality.

Types of Abnormal Personalities:

- A. **Psychoneuroses** – Mild form of mental or emotional disorder. It is nervous disorder. Such person is unable to meet his daily demands of life but he maintains adequate contacts with environmental condition.
- B. **The Psychoses** – This is serious form of mental disorder. Symptoms like idleness, lack of interest, excessive day dreaming, silly behavior, negative thinking.

Development of Personality:

1. The organic constituent :- Taller, short, fat, weak & strong.
2. Environmental exposure :- Geographical, social or cultural environment play important role in personality development.

Role of personality in Agricultural Extension:

The role of personality in Agriculture extension plays important part in following ways.

1. **Personality of Extension Education Provider/Teacher:** Personality aspects of extension education provider like manner of behavior, glamour, mental and social set up form of speeches are effective in impressing the villagers to make extension programmers effective and result oriented. Personality is important vehicle to transfer agriculture technology to the desired end at needed level.
2. **Extension Programme directed to change villagers traditional personality to the modern progressive personality:** The villagers are sentimentally attached more to the land and rural environment. He is individualistic, conservative, non-scientific, fatalistic, and superstitious in nature. All these characteristics build his personality which is non-conducive to the flow of wind of progress and new technology bringing social change. Implementations of various extension programmers through extension education are trying to change the outlook of the village from its 'traditional' picture to new 'modern' changed person. This change in personality will make him suitable to the present advanced world. The desired change is likely to make his living more comfortable and pleasant like other farmers in the world.

Chapter 16

TEACHING - LEARNING PROCESS

Definition: Teaching

- Teaching is the process of transferring the knowledge to the interested ones with classifying the abstract, concepts & techniques in it.
- Teaching is directing the learning process, the process by which one through his own activity becomes changed in behavior.
- Teaching is the process of arranging situations that stimulate & guide the learning activity towards the goals that specify desired changes in the behavior of the learner.

Principles of Teaching:

1. Student/Learner should understand the purpose of learning.
2. Student/Learner should want to learn.
3. The teacher should create informal and friendly atmosphere in learning situation.
4. Physical facilities / conditions should be pleasant, favorable and appropriate.
5. Teachers should involve learners in the learning process and increase learners' participation.
6. Teacher should be well prepared with thorough and latest knowledge.
7. The instruction method should be appropriate and varied.
8. The teacher should make use of learner's experience.
9. The teacher should have a flexible plan for the course so as to allow timely changes.
10. The teacher should follow learner.
11. The teacher has always to be a learner allowing new knowledge techniques to enter his plans.
12. The teacher should be able to learn at his own place.
13. The learner should be aware and assess his own progress.

Steps in Extension Teaching:

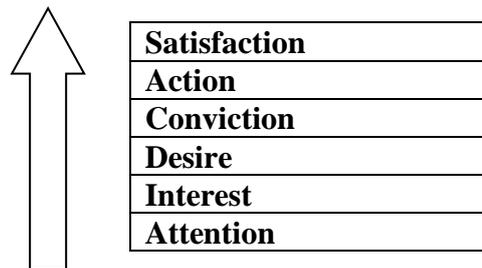
- 1) Attracting attention of learner
- 2) Stimulating learning interest
- 3) Increasing learner desire for knowledge
- 4) Getting action by the learner.

Steps of Agriculture Extension Teaching:

1. **Getting Attention of the Farmer-** Attention of the farmers/learners must be attracted. New innovations should bring to the notice.
2. **Stimulating Interest of the farmer** – After catching attention, interest should be created by appealing that the new idea will contribute to their welfare.

3. **Increase the learners Desire for information-** Teacher needs to bring to the notice that the information applies directly to the learner's situation. Action on this will satisfy the learners need.
4. **Convincing the Learner about the act-** Convince him to do the necessary job.
5. **Getting action by the learner-** Conviction can be turn into the action by the teaching efforts. Teacher makes it sure for learner to act.
6. **Learner gets Satisfaction** – The satisfaction of the learner after the efforts of the teacher is the end product. This bring about change in behavior through skills, practices, problem solving & new techniques learnt by the learner.

Six steps for effective Extension Teaching:



Factors contributing to teaching:

1. Successful teaching contributes to effective learning. Following factors contribute to good teaching.
2. Teaching should be need based, related to the life situation and problem solving.
3. Teaching text should be organized so as to increase learner's interest.
4. Presentation of text should be supplemented by models, audio-visuals.
5. Physical conditions should be comfortable and satisfactory.
6. Personality of the teacher should be pleasant, cheerful, humorous, helpful, friendly and co-operative.
7. Teaching should be supplemented with demonstrations and practical applications.

Qualities of good teacher:

1. True student
2. Scholar
3. Enthusiastic
4. Interested
5. Fair minded
6. Clarity of expression
7. Likable
8. Wide experienced and with wisdom
9. Encourager and motivator
10. Alert and Perceptive
11. Not satisfying with poor performance of the students.

Learning:

- Learning is the process by which a person changes his behavior through his own efforts and abilities.
- Learning is a process of progressive behavior adaptation.

Learning Experience:

1. Learning is an active process on the part of the learner hence; a learning experience is not attained by mere physical presence in a learning situation.
2. Learning experience is the mental and physical reaction one makes through seeing hearing or doing the things to be learned through which one gains meanings and understanding of the material to be learned.
3. Learning can take place only when the learner reacts to what he sees, hears and feels. In other words, the learner has to be active in order to learn.
4. The farmer learns new ideas by mentally & physically undergoing the learning experiences. In this process the farmer knows & understands new ideas by critical observation, hearing & by doing. This knowledge & understanding helps the farmer in solving the problems in his future life.
5. The extension worker should, therefore, arrange a learning situation in which the farmer will have effective learning experience.
6. The farmer should be provided a chance of undergoing learning experience in the direction of the desired change.
7. After undergoing the learning experience, as per the objectives of teaching the farmer should feel satisfied.
8. The learning experiences should be within the mental & physical capacity of the farmer.
9. The extension worker should provide proper learning experiences which would lead to desirable objectives.
10. One learning experience usually helps in achieving more than one objective & this reality helps in achieving the long term objectives of extension education.
11. The extension worker should be capable of providing the learning experience.

Que. - Define learning situation Explain elements of learning situation.

Learning Situation: Learning is an active & intentional process on the part of farmer. It takes place through the experiences & therefore, the extension worker should organize effective learning situation in which the rural people can have good learning experience.

Que.- Explain elements of learning situation with the help of suitable diagram.

Elements of Learning Situation and its Characteristics: The learning situation has the following five elements.

1. A Skillful extension worker or instructor or leader
2. Farmers who want and need to learn(learner)
3. Subject in line with the needs and abilities of the learners or farmers.(Content)

4. Teaching equipment and materials adequate for the farmer.(Equipments)
5. Satisfactory physical arrangement. (Physical facilities).-benches and tables i.e. seating arrangement, fan, fresh air, adequate sunlight, pleasant and quite environment.

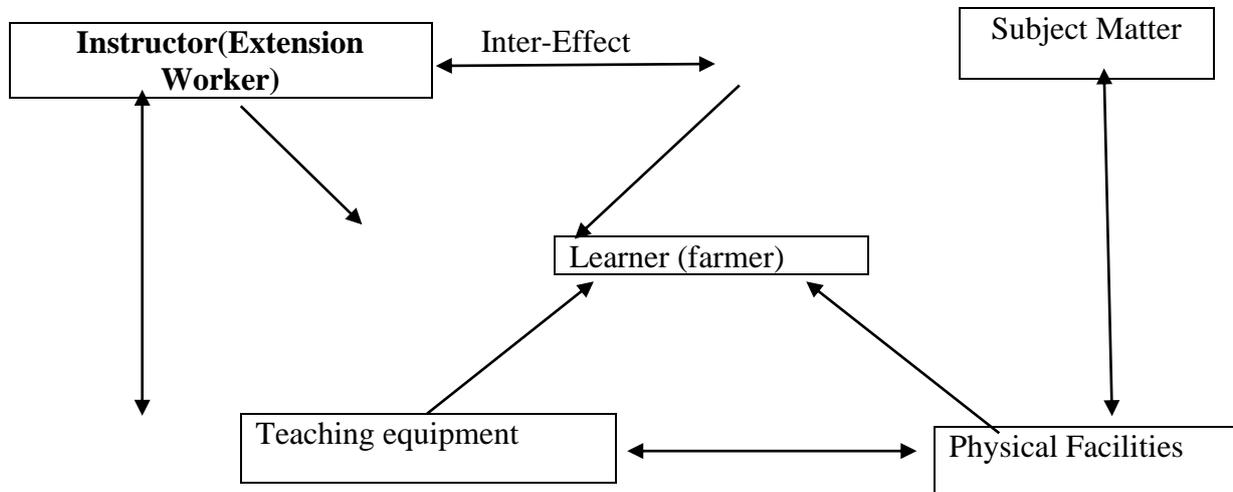


Diagram illustrates that learner is at the center and various elements needed for learning.

Elements of learning situation:

1. **Learner** – The learner is the center of the learning situation & other four elements act on it. The learner should have interest in the subject matter. They should have need, the ability to understand & opportunity to apply the subject matter. Should have mentally & physically prepared. Clear in their mind the use of subject matter. (Needy, interested, capable, user)
2. **Instructor/Extension worker**- Must speak clearly so that farmers can understand. He must know the level of the farmers. He must be clear about the objective of teaching. He must be skillful in using the extension methods. Every lesson should be planned properly. (Clear objective, Expert, Skillful, Learning plan)
3. **Subject Matter**- Should be in line with the needs & interests of the farmers. Should be valid authentic, factual & applicable. Should be understood by the farmers. (Need based, Applicable, Well organized, Challenging, Satisfying)
4. **Teaching equipment**- Material should be readily available. Should be suitable to the subject matter. Should be in working condition. (Available, Suitable, Working condition)
5. **Physical Facilities** – Light, ventilation, sitting arrangement or the outdoor facilities should satisfying & comfortable. Place should be away from outside disturbance.

Principles of Learning and their implications for teaching:

1. **Principle of association - Learning is growth like & continuous.** The extension worker should understand the level of the farmer & should try to develop it. New learning may be associated with previous successful & satisfying responses.

Implications: 1. Begin at the level of the farmer. 2. New subject must be related to the old experience. 3. Adjust the pace to the learner's capacity, one idea at a time. 4. Bring the idea to the attention of the learner.

2. **Principle of clarity - Learning should be purposeful & meaningful.** The extension worker should place the objectives of learning very clearly & meaningfully before the farmers, so that the farmers will understand the value of things learned or taught to him. Care should be taken that subject does not go over the heads of the farmers.

Implications: 1. Learning must make sense to the learner. 2. Purpose must be kept in sharp focus. 3. Progress must be constantly appraised & redirected.

3. **Principle of self activity – Learning results through self activity.** Teacher can only set up the learning situation & stimulate a person to learn. For making the learning effective the learner's maximum sense should be utilized. The capacity of learning mainly depends on the use of the senses. Senses are the gateways to the mind. Seeing, hearing, touching, smelling & testing are the five senses through which an individual learns new ideas.

Implication: 1. In learning maximum senses of the learners should be used. 2. Activities appropriate to the specific learning situation must be used.

4. **Principle of readiness & reward - Learning should be challenging & satisfying.** The extension worker should place a challenging picture of new things before the farmers & convince him that he can have satisfaction by learning new things. Teacher should arrange good learning situation. Without drive or interest, a person does not learn.

Implications: 1. Teacher should motivate the students which are essential in making learning more challenging. 2. Teaching standard must suitable to the ability & capacity of learner.

5. **Principle of practice - Learning should develop functional understanding of learners.** After understanding the new ideas the farmer should be able to utilize them in a real life situation. Unless the farmers puts into use what he learned, his learning is of no use in the reaching the desired objective.

Implications: 1. Course content should be organized into meaningful units. 2. They should be related to the practice. 3. Provide activities that stimulate actual use situations.

6. **Principle of Environment -Learning is affected by physical & social environment.** The physical (temperature, light, aeration & sitting arrangement) & social environment creates a favorable background for effective learning. The teacher should create a suitable environment.

7. **Principle of disassociation** - learning is affected by the emotions. The intensity of emotional feeling affects learning differently in different individuals.

8. **Principle of Timing** - learning takes place more readily when the facts or skills are given at the time.

Implication – select the appropriate time for giving facts or skills

9. **Learning ability varies widely among individuals** - The subject should be within the capacity of the farmer's ability to learn. Extension programme should be organized by taking this individual variation into account.
10. **Learning is gradual process** - Depending on the nature of the innovation, demonstrations & distribution of particular materials will have to be undertaken. If the extension worker can create a picture of what is to be learned, why it is to be learned & to what extent it is to be learned then the people will voluntarily come ahead to learn new things.
11. **The adults have learning capacity** - Learning capacity starting about the age of six increases rapidly until age 20, then it begins level off until around 50. The rate of learning declines about 1% a year after the age of 35. So the extension worker should arrange the equipments so that all can see clearly, also speak clearly, repeat the ideas & encourage them.
12. **Learning is an active process on the part of the learner**- The extension worker can create a learning atmosphere but the farmer will have to learn by himself because learning is an active process on the part of the learner.
13. **Communication**- It is necessary for effective extension education. In communication, mostly words are used but it can be more effective if visuals & symbols are shown to the people.
14. **Learning requires effective communication.**
15. **Theory & practice should be related in learning**- There should the balance between the theory & practice. For acquiring high professional competency it is necessary to know both theory & practice.
16. **Learning should results in functional understanding.**

Learning in Life takes place in following ways:

1. By imitation (following others)
2. Selective learning (trial & error)
3. Learning by insight
4. Learning by conditioning
5. Learning by personal experiences in life.

Contribution of Learning experiences towards Achievement of objectives in Agriculture Extension:

1. The farmers should be provided an opportunity to undergo learning experience in the direction of right desired change for experience for example for being a good blacksmith he should be given a practical experience to do this.
2. After undergoing the learning experience as per objectives of teaching the farmer should feel satisfied.
3. The learning experience should be within the mental and physical capacity of the farmers.
4. The learning experiences should contribute towards the achievement of objectives.
5. Learning experiences should lead to the development of content.

6. Learning experience should be suited to the needs, capacity and skills.
7. Learning experience should contribute to the problem-solving for the learner. Selection and use of learning experience is not a mechanical process. Creative thinking careful selection of learning experiences can only lead to achieve desired objectives.

Chapter 17 & 18

PERCEPTION AND MOTIVATION

Definition: Perception

- Perception is the process of understanding sensations or attaching meanings based on past experience to signs.
- Perception is defined as the process by which an individual maintains contact with the environment. (**Gibson**)
- Perception is the organization, identification and interpretation of sensory information in order to represent and understand the presented information, or the environment.

Characteristics of Perception:

1. Perception shifts with as we attended one or other part of the stimulus.
2. Perception is a joint response when many stimuli are incident at single incidence.
3. Perception is done only when we select the thing for attention.
4. Figure has superiority over background in perception.
5. Perception decrease/or becomes feeble with increased and continues acquaintance and en limits to recognizing that object only.

Errors in Perception are caused by illusions:

- a) **Illusions**- Is a wrong or mistake perception. Interpretation is done wrongly & so the stimulus is perceived wrongly. e.g. We perceived the coil of a rope in darkness as snake. Or vertical & horizontal lines of equal lengths perceive small & large.
- b) **Hallucinations** – It is a false perception. We perceive a figure or an object purely because of our subjective conditions, when there is no stimulus at all. E.g. If at night we see a ghost when there is practically no stimulus in the form of human figure.

Perception in Extension: Extension worker & farmer should perceive in the same way to bring about an effective change in innovation. Differential perception has affected agricultural programmes in villages.

Role of perception in agricultural extension:

1. Process of recognizing and interpreting sensory stimuli.
2. Perception is important to recognize because it is driving force behind our reaction to things.
3. Heredity, need, peer group, interest and expectations influence our perception.
4. Perception acts as a filter through which all communication passes as it travels from one person to the next.
5. Because people tend to perceive things differently, the same message may be interpreted quite differently by different people.
6. We can determine farmer's perception of agricultural extension service delivery.
7. We can evaluate farmer's perception of impact of extension activities on their livelihood.
8. Information of farmers and their perception on extension services provides and promotes participatory approach.
9. We can find out the farmers perception of agricultural extension regarding diffusion of agricultural technology.

Motivation: Definition:

- Motivation is the process of initiating conscious and purposeful action.
- Motive means an urge (or combination of urges) which induces purposeful action.

Role or Importance of Motivation in Extension in Motivating Villagers:

1. Motivation is essential for mobilizing villagers and extension workers for the success of extension programmes.
2. Use of biological drives (e.g. drive for hunger, thirst etc) to motivate people.
3. Use of psychological and social drives for motivation.

In the independence India, The development programmes could not bring the desire results because there was no motivation in the extension worker. Because the extension workers were not properly motivated to achieve the results, their efforts could not motivate the village people.

Motivation is concerned with the arousal of interest in learning. This forms the basis for learning so, the teacher has to find the right type of stimuli in the individuals that will produce satisfaction in order that the interest of the learner shall be maintained long enough for him to master definite ideas or subject matter.

1. For mobilizing the villagers and extension workers.
2. Knowledge of biological drives/ needs help the extension worker to realize the problem of people. It helps in sympathetic handling.
3. Knowledge of psychological and social drives helps the extension worker to formulate programmes and make effective approaches in changing their attitude.
4. Knowledge of other motivating forces helps avoiding conflicts or tensions.

In the administration, there was the absence of:

- 1) Patriotism, which could only be induced by the national leaders.
- 2) Zeal and enthusiasm for the service to the nation.
- 3) Recognition and appropriation of their work.
- 4) Monetary reward and advancement in cadre.
- 5) Stimulus and incentive.
- 6) Code for person administrators.
- 7) Educative behavior of the superiors.
- 8) Proper training and orientation of extension work and extension workers.
- 9) Recognition of the importance of extension work and extension workers.

Functions of Motivation:

1. Motivation encourage learner e.g. prizes, medals
2. Motives form the basis for selection of type of activity e.g. selection of courses
3. Motives directs & regulates behavior e.g. disciplines in schools.

Motives:

- 1) Need:- Food is strong need
- 2) Drive (Stage 1):- Need for food or hunger forces baby to act. This is drive stage & sets goal to achieve food.
- 3) Behaviour (Stage 2):- Crying is behavior stage showing baby action.
- 4) Need Satisfying (Stage 3):- Baby gets milk or food, satisfied & get adjusted. Goal is achieved.

Techniques of motivation:

1. Need based approach
2. Training
3. Participation
4. Use of audio-visuals
5. Illustrations
6. Rewards
7. Limitations
8. Demonstrations
9. Interaction
10. Co-operation
11. Evaluation